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THE GRADING OF SCHOOLS.

No. VII.

WE now proceed to give a few authorities for our confidence in the opinion, that the Monitorial or Mutual Instruction Plan is a more effectual and thorough system, and far better adapted to the wants of our New England schools, than the system of grading so warmly advocated in the Reports of our Board of Education. And first, we shall begin with the testimony of Dr. Spurzheim, who had seen the system in operation in Germany England, Scotland, and America, and who was second to no man, in a knowledge of the wants and capabilities of the human mind, and of the application of education to all its faculties.

“The preceding considerations on exercise afford an opportunity of speaking of the method of Mutual Instruction. It is inconceivable how its advantages can be contested. I rather excuse those who contend for the beneficial effects of ignorance, and who object that mutual instruction is a means of teaching in too short a time, than those who acknowledge the benefit of general information, and yet hesitate to employ this method. Its superiority is too evident to be long impeded by its novelty.

“It is my decided opinion, that this method ought to be used in all branches of knowledge, which may be acquired by the influence of teachers, or which may be taught. Even those who are destined to improve arts and sciences will gain by it. The reason of this is very simple, and founded on an influence of *exercise*; while at the same time this method has the great

additional recommendation of being the *least expensive* mode of instruction. This advantage is certainly of importance, but I shall examine only the benefits which results from exercise.

"If there be many children or students together, the school hours are not sufficient to examine every one. Young persons, however, who are not examined, are less attentive to their studies than those who are; their faults, not being remarked, are not corrected, and only a few are noticed. In large classes, all that can be expected at present is, that the teacher should explain every thing distinctly, and repeat it with a few scholars. He addresses himself commonly to those who learn quickly. Should it happen that the master speaks to others of less talents, the better heads, knowing their lesson, cease to pay attention, or at least are soon wearied of doing so. But were the better students obliged to repeat the lesson with the others, they would learn by teaching; they would feel inclined to go over the same thing with those intrusted to them for instruction, while, in the common way, they cease to repeat their lessons, when left alone. At the same time, students of less capacity will be more attentive, and, on account of the constant repetition, will remember what was lost at the mere explanation of the master.

"Let us examine any branch of education whatever, and we shall find that the advantages of this method are always the same. We may take a mathematical problem for the sake of example. Suppose the rules to have been taught, and that they are to be applied. Those scholars who possess the mathematical talent in a high degree, will soon finish their problem, and will be obliged to wait in irksome idleness till many others, who cannot follow so quickly, have done. If the former only are called for by the master to resolve the problem, the others hear it, but it is not attended with the same advantage to them, as if they were called to work for themselves. If, on the contrary, the scholars, with little mathematical genius, be chiefly examined, those who excel in that talent will lose their time, and neglect what they know, while their attention would be excited, if they were employed in teaching their companions. Their natural activity may even lead them to do mischief, whilst they are not otherwise occupied. It is the same with spelling, writing, drawing, dancing, learning history, geography, languages, in short, with every branch of knowledge that is taught.

"The practice of the common method can be excused only by the supposition, that all pupils are endowed with the same degree of abilities. As, however, daily experience shows the

contrary, it ought no longer to be tolerated, if the object be to take the greatest possible advantage of the period of education. The new method is particularly useful in schools where all classes of children are collected together in the same room, and where, in the common method of teaching, while one class is examined the others are doing nothing. Children are in general required to learn by themselves, but few are capable of this exertion. According to the new method, all classes go on at the same time, and the same subject is repeated till every child knows it.

"In colleges, where each class is separated, the necessity of the new method is less felt; yet, the above mentioned reasons induce me to think, that it should be employed in all large classes, where the pupils, on account of their different degrees of capacity, naturally form themselves into several subdivisions.

"The superiority of the new method, ought to determine the directors of instruction, to make a new classification in colleges, according to the subjects to be taught. There should be one professor for each branch of knowledge; one for history, one for geography, one for the mother tongue, one for Latin, one for Greek, one for poetry, one for mathematics, &c. The pupils who study the same branch might be brought together, but divided into different classes; those, for instance, who study history might be in the same room, but divided into several classes. A similar arrangement should prevail among the students of Latin, Greek, mathematics, geography, &c. The professor of each branch might put all his classes into action at the same time, in the same manner as is done in the schools for children. Monitors might take his place in the inferior classes. In this way, the pupils would make more progress than they commonly do. It is not necessary to state how many professors might be instituted, for there might be as many as branches are found to be requisite. The principal object I here contend for is, that the better students should instruct the inferior ones, when the masters are not sufficient for the purpose. Emulation would induce the monitors to employ their leisure moments in learning new subjects. Moreover, the time which the masters give to explanation is short; that employed by the scholars in learning occupies a greater portion. The portion of time will be filled up to more advantage by the method of mutual instruction, than if every one is left to himself alone; and those who instruct others will, in this way, derive even the greatest advantage. This method, being new, has met with ad-

versaries; but whoever will set an example of using it in the higher branches of knowledge, will find its superiority the same as it is already ascertained to be in teaching the first elements of education. The fundamental principle implied in the method of mutual instruction, is one and the same for whatever is taught to many pupils at once. At colleges, those who are very zealous form private classes for repetition among themselves, and others, who have means, pay repeaters. Every improved system of learning admits the advantage of repetition, and all teachers speak in favor of numerous instructors. This is accomplished by the monitorial system.

"It is objected that boys do not teach soundly. I reply that, in that case, they are not taught or do not learn soundly. It is applicable to monitors what we may say of instructors throughout,—the most learned is not always the best teacher. The head master ought to understand human nature, and to choose the proper monitors. Farther, if the monitorial system has failed to produce the desired result, we may say, "what is best administered is best," and not at once accuse or reject a new doctrine, or system, because it is not understood. I have seen the monitorial system applied with astonishing effect. I will mention only Wood's Sessional School at Edinburgh in Scotland, where the children of the lower classes are instructed, with little expense, in a manner which should do honor to those of the first rank, and it is done by the monitorial system."*

"I finish this chapter by repeating the principal points detailed in it. Exercising is the same as putting into action; each faculty must be exercised for itself; the means of exercising the powers are of great importance; exercise of the faculties should take place in proportion as their respective organs are developed; exercise must be proportionate to the innate dispositions, too little or too much does harm, but applied in a proper degree, it makes the organs increase in size, modifies their internal constitution, and produces greater activity and facility. The effect of the same exercise is different, on account of the innate dispositions of different individuals. It has been hitherto feeble, particularly in reference to the moral feelings; but it will be greater, when the innate dispositions of the mind and the laws of exercise are understood and attended to. The required reform of education must begin with forming

* See review of Wood's account of the Edinburgh Sessional School, in the American annals of education, vol 1. This school will be noticed in our next number.

teachers themselves. Their influence being of the first rate, they must rank high in society, and their reward ought to be honorable. This might be done by the assistance of the monitorial system, and without increasing the general expense. There is so much zeal for education in the United States, particularly in New England, that this condition of improvement, I hope, will occupy the minds of American philanthropists. They will consult the American Annals of Education and Instruction, and learn what has been done in Europe and in some parts of the United States, and what different teachers themselves propose in reference to Seminaries of this kind."

We shall venture to place next, an extract from the celebrated Seventh Report of the late distinguished Secretary of our Board of Education, although he probably intended it as an extinguisher of the system. In his general survey of the systems of education pursued in Europe, he thus summarily despatches the system under consideration.

"I saw many Lancasterian or Monitorial Schools in England, Scotland and Ireland, and a few in France. Some mere vestiges of the plan, are still to be found in the "poor schools" of Prussia, but nothing of it remains in Holland, or in many of the German states. It has been abolished in these countries by a universal public opinion. *Under such an energetic and talented teacher as Mr. Crossley, of the Borough Road School, in London, or under such men as I found several of the Edinburgh teachers to be, and especially those of the Madras College at St. Andrews, the Monitorial System, where great numbers must be taught at small expense, may accomplish no inconsiderable good.* But at least, *nine-tenths* of all the Monitorial Schools I have seen, would suggest to me the idea that the name "Monitorial" has been given them by way of admonishing the world to avoid their adoption. One must see the difference between the hampering, blinding, misleading instruction given by an inexperienced child, and the developing, transforming, and almost creative power of an accomplished teacher; one must rise to some comprehension of the vast import and significance of the phrase "to educate," before he can regard, with a sufficiently energetic contempt, that boast of Dr. Bell, "Give me twenty-four pupils to day and I will give you back twenty-four teachers to-morrow."

It pained us at the time, to read such sentiments as are con-

tained in the above extract, because we believed its distinguished author to be as earnest in pursuit of truth as he was deep in error. It by no means follows that, because a system has been mismanaged, and has fallen into disrepute, it is a bad system. The churches of our holy religion were in this condition during the dark ages, but the gospel was still the same. So when "public opinion" is said to abolish a system, we must be careful to ascertain whether the system or its abuse is abolished, and whether the people do it, or those who move and control them for purposes purely selfish. We look upon the dissenting preachers, the independents of every sect, as the "Monitorial System" of the church, in opposition to the established church, whether Greek, Roman or English; and we should as soon think of repudiating Protestantism as the system of Mutual Instruction, because some preachers, or many preachers are incompetent or unfaithful. If Mr. Crossley and such men as were found at Edinburgh, and especially at St. Andrews, could teach well, the practicability of the system is established, and other Mr. Crossleys can be found. If nine tenths of the Monitorial Schools are only fit to be *warnings*, we will engage to prove from the writings of the Secretary, and from the "Abstracts of Returns" of our school committees, that eleven twelfths of the district schools of Massachusetts are of the same description. The comparison between the instruction of a child and that of an accomplished teacher, goes upon the supposition that the child is to teach the same thing that the teacher does, but no person, who understands the monitorial system, would so employ a monitor. Dr. Spurzheim has the right idea of this, when he says that the principles must be taught by the master, and the practice obtained under the monitor; this practice is of two kinds; so far as the monitor is concerned, it consists in endeavoring to explain what has been explained to him, while he oversees the operations of his class; but so far as the class is concerned, the exercise is almost purely mechanical. It may take a Newton, or a La Place, to discover the great truths of celestial mechanics, but a very ordinary mind may use them when once discovered. As the result of this practice under monitors, let us remark that our pupils were accustomed to add a single column of figures amounting to 250, in half a minute, and the average time required by such teachers as are found at the institutes in New England and New York has exceeded five minutes, and the correct answers were four to one. Albeit we are not gifted in arithmetic, we are accustomed to add *up* such a column, and prove it by adding it

down, in three quarters of a minute, and this facility was forced upon us by the activity of our monitors, whose practice with their classes kept them always treading on our heels. Much is said of the "vast import and significance of the phrase to educate," but to our mind, the chance afforded to *draw out* the faculties in a school of mutual instruction, is altogether superior to that on the old stereotyped plan, and the rhetorical flourish in the extract ought not to have been thrown into the path of truth to make the ignorant and unthinking stumble. As to Dr. Bell's boast, if it was ever made by him, we presume he meant only what it said, and any teacher who requires his pupils to communicate to younger pupils what he has fully explained to them, may make the same remark with perfect justice. If Dr. Bell had said, "he would give back twenty-four *perfect*, or even *accomplished* teachers to-morrow," his remark might be more justly considered worthy of "energetic contempt."

We have thus considered this opinion of a truly great man, because it had some influence upon the Board of Education, and through them upon the community, and because its author may be considered the most able advocate of the Grading System which is under consideration. In our next, we shall exhibit other testimony to the superiority of that system, which we propose as a substitute for the grading system.

THE SPARK THAT NEVER GOES OUT.

WHITTIER.

As on the white sea's charmed shore,
The Parsee sees his holy hill,
With dunnest smoke clouds curtained o'er,
Yet knows beneath them ever more,
The low pale fire is quivering still;
So, underneath its clouds of sin,
The heart of man retaineth yet
Gleams of its holy origin.
Oh never yet on the scroll
Of the sin-stained, but priceless soul,
Hath Heaven inscribed 'Despair !'
Cast not the clouded gem away ;
Quench not the living, but dim ray ;
My brother man, beware !
With that deep voice, which, from the skies,
Forbade the patriarch's sacrifice,
God's angel cries, 'Forbear !'

THE DOOR SCRAPER,

OR, THE INFLUENCE OF SCHOOL ON HOME.

It is to be regretted that our school committees pay so little regard to manners, in the selection of teachers, and if their morals are good, and their acquaintance with the common branches of study respectable, employ them without much regard to the question whether they are courteous, refined and gentlemanly in their address and behavior. Now, what the teacher is, in this respect, the pupils will generally be, and, unless they see better patterns at home, the standard of the teacher's manners will be theirs also. If they see the teacher addicted to any habit, they will think it manly to imitate him; if he spits upon the floor or blows his nose with his fingers, and then, perhaps, wipes them on his pantaloons, the child will do the same. If his boots are seldom cleaned, the child will be more likely to boast that he brings more mud into school than the master does, than that his shoes are clean and the master's dirty.

We were led into this train of remark, by an incident which took place in a village of Massachusetts, where the teacher was accustomed to regard his personal appearance, and to require some attention to theirs from his pupils. When he took charge of the school, he noticed that the pupils, in muddy weather, were accustomed to enter the schoolroom, and stamp the mud upon the floor, or carry it to their seats and soil the floor for a large space around them. No sweeping could clean such a floor, and, of course, none had been attempted more than once a week. Determined to make an attempt at reform, the teacher obtained a piece of iron hoop, and nailing one end to the door, he fastened the other to a walnut stake, that he drove into the ground. Every child was required to scrape his shoes before he entered the room, and the consequence was, that the true door soon became visible through the crust that had covered it. The next step was to get a rug for the entry, and a neat farmer's wife very readily gave him an old rug that she could spare. It did not take him long to induce the habit of scraping and wiping the shoes, and a lad or miss who did not do this, was soon noticed by the rest, and made to feel that he or she had not done all that was required. Soon after the rug was introduced, the teacher ventured to have the whole floor of the school room washed, washed, not scoured, for he had to do it himself one Saturday afternoon, and washing was all he was competent

to do. When the scholars came on Monday morning, it was evident that they were taken by surprise. They had never seen the like before, the very knots in the boards were visible, and they gave several extra rubs and scrapes before they ventured to set foot on the beauties so strangely exposed. This is always the case, and we have known a man, who educated the muscles of his under jaw by chewing tobacco, and who would have spirted the saliva without compunction upon the floor of a schoolroom, running round a carpeted room, like a crazy man, to find a place of deposit for his filth. So true is it, that neatness begets neatness, and a nice schoolroom is better treated by the unneat than a neglected one. The teacher thus introduced one thing after another, taking care not to go too fast, and, although he had no penalty for a breach of the rules of neatness, he introduced a public sentiment, which restrained the pupils more effectually than the rod; and, as his own example was always made to second his rules, the children soon found no hardship or injustice in them.

Among the scholars, was one little fellow about eight years old, named Freddy Gerrish, whose parents were poor, and cared but little for appearances, if the children had bread enough to eat from day to day. Freddy was the oldest of five children, and when not at school, he was generally "minding his little brothers and sisters," as the Irish term what we call tending or taking care of them. One day, on his way home from school, he found an iron hoop, and before night he had a scraper at the only door of the house. It so happened that, when his father came home, his boots were covered with bog mud, and, almost for the first time in his life, he looked round for something to clean them. The scraper, that Freddy had placed there, was just the thing, and the little fellow was praised for his ingenuity. Soon after, a sheep was killed by a dog in a field near Mr. Gerrish's house, and as no one cared for it, Freddy offered to bury it, if he might have the skin, which had but little wool on it. He borrowed a jackknife of a larger boy, and soon stripped off the skin from the body, and then cutting as large a square out of it as he could, he went home and proposed to his mother to nail it down in the entry. This was done to please Freddy, and the baby was allowed to sit on it until father came home. The effect of Freddy's attempt at reform was soon felt, and his mother was no longer heard to say, as she often had done, "It's of no use to sweep!" The room was swept and scoured, and Mrs. Gerrish began to feel a pride in keeping it white. "Wife," said Mr. Gerrish

one evening, "your floor is whiter than the wall, I must get some lime and whitewash a little, for Freddy's scraper seems to have a tail to it." The room was shining white before another day was passed, and as the cooking utensils began to look ill, standing around the stove, Mr. Gerrish, who was a good farmer, changed works with a carpenter, and had a neat set of shelves made with a cupboard under them. One day, after she had scoured the floor, Mrs. Gerrish said to herself, "I wonder whether I can not paint this floor well enough for poor folks, for though a white floor looks well, it is easier to clean a painted one." Freddy was despatched to the coach-maker's to ask what some suitable paint would cost. "How big is your room?" said the man, who had often noticed that Freddy was never among the boys that were doing mischief. "Four times as long as I can reach one way, sir, and five times the other," said Freddy. The man applied his rule to Freddy's arms, and said, "It will cost you half a dollar." "Will you lend me a brush, sir?" said Freddy. "Who is to do the painting?" said the man. "Mother, sir, is going to try, because she can't afford to pay for the paint and painting too, and she wants to do it before father comes home." "You love her, don't you?" said the coach-maker. "I guess I do," said Freddy, "and she loves me too, because I made a scraper at the door, like master Hall's, at the school. She says, if it had not been for the scraper, she never should have thought of the paint, and we are going to stay in the bed-room, or out o' doors, till the paint is dry." "I see through it," said the man. "Go home, and tell your mother I will come presently and paint the floor for nothing." The boy was starting off, when the coach-maker recollected that half the charm was to consist in the wife's doing the work, and surprising her husband with a floor painted by her own hand, and he called the boy back, and asked him if his mother had any money. "A little," said he, "she bought some yarn, and knit three pair of stockings, while baby was asleep, and sold them." "Here is the paint," said the man, "I give it to you, my little fellow, because you love your mother." The little fellow's eyes glared in astonishment at the idea of possessing so much paint, and of being paid for so easy a task as loving his mother, and as the big tears began to roll down his cheeks, he said, "Mother will be able to buy the Bible now." "What Bible?" said the coach-maker, who had become interested in the boy. "The Bible for me to read every night and morning, as master does." "I have some Bibles to give away," said the man, "and if you will not spill

the paint, you may take one under your arm." "I declare," said Freddy, "I don't know what mother will say to all this. How will she pay you, sir?" "Would you like to do a little work for me, my little fellow?" "I guess I should," said Freddy, "if I was big enough, I'd work for you ever so long." "I want just such a scraper at my door, as you made for your father, and if you will make me one, I will take it in full pay for the paint and the Bible." "I can't make one good enough for you," said Freddy bashfully. "That is my look out," said the man, "so carry home the paint, and come when you can and make the scraper." Freddy went home, and when his mother saw him with a book under one arm, and both hands holding on to the paint pot, she exclaimed, "Why Freddy, what have you done! I only told you to ask the price of the paint." "I know it," said Freddy, "but the man made a trade with me, and he is to give me all these, if I will make him a scraper for his door, and I am going to do it."

To make a long story short, the scraper at the school door was the making of Mr. Gerrish and his family. The entire change of habits introduced into their humble dwelling, not only led to neatness and order, but to thrift and comfort. The scraper was made for the coach-maker, who continued to do a hundred other friendly acts for the family. Freddy obtained an excellent education, and is an intelligent and wealthy farmer, and when he built his new house, he carefully placed the old scraper at the side door, as if it were a talisman. Master Hall taught from district to district, as is the custom, and, being of slender constitution, his health early failed, and he was quietly laid in the church yard of a retired town, unconscious that the seed he had sown had ever produced any fruit like that we have described. Freddy could never discover his resting place, but he erected a neat cenotaph to his memory, near the school house, which he also rebuilt, and, once a year he collects the children of the village around it, and tells them the story of the scraper at the old school door.

A. P. H.

VACATION. A long vacation is more favorable to the teachers than to the students. The former, it is true, want rest, but they might alternate, for the same reason that the subjects to be taught must be changed from time to time. Education should never be tedious nor too long interrupted; different faculties should be put successively in action, which produces a kind of relaxation, and sufficient care ought always to be taken that the bodily constitution does not suffer by pressing, too keenly, the progress of mental instruction.—*Spurzheim.*

AN EVENING REVERIE.

BY WM. CULLEN BRYANT.

THE summer day has closed,—the sun is set ;
 Well have they done their office, those bright hours
 The latest of whose train goes softly out
 In the red West. The green blade of the ground
 Has risen, and herds have cropp'd it ; the young twig
 Has spread its plaited tissues to the sun ;
 Flowers of the garden and waste have blown,
 And withered ; seeds have fallen upon the soil
 From bursting cells, and in their graves await
 Their resurrection. Insects from the pools
 Have filled the air awhile with humming wings,
 That now are still forever ; painted moths
 Have wandered the blue sky, and died again ;
 The mother bird hath broken for her brood
 Their prison shells, or shoved them from the nest,
 Plumed for their earliest flight. In bright alcoves,
 In woodland cottages with barky walls,
 In noisome cells of the tumultuous town,
 Mothers have clasp'd with joy the new-born babe.

Graves, by the lonely forest, by the shore
 Of rivers and of ocean, by the ways
 Of the thronged city, have been hollowed out,
 And filled and closed. This day hath parted friends,
 That ne'er before were parted ; it hath knit
 New friendships ; it hath seen the maiden plight
 Her faith and trust, her peace to him who long
 Hath wooed ; and it hath heard from lips which late
 Were eloquent of love, *the first harsh word*
 That told the wedded one her peace was flown.

Farewell to the sweet sunshine ! One glad day
 Is added now to childhood's merry days,
 And one calm day to those of quiet age.
 Still the fleet hours run on, and as I lean
 Amid the thickening darkness, lamps are lit
 By those who watch the dead, and those who twine
 Flowers for the bride. The mother from the eyes
 Of her sick infant, shades the painful light,
 And sadly listens to his quick-drawn breath.

O thou great movement of the universe !
 Or change, or flight of time,—for ye are one,—
 That bearest silently this visible scene
 Into night's shadow, and the streaming rays
 Of starlight, whither art thou bearing me ?
 I feel the mighty current sweep me on,
 Yet know not whither. Man fortels afar
 The courses of the stars ; the very hour
 He knows, when they shall darken or grow bright ;
 Yet does the eclipse of sorrow or of death
 Come unforewarned ! Who next of those I love,
 Shall pass from life, or, sadder yet, shall fall
 From virtue ? Strife with foes, or bitter strife

With friends, or shame, and general scorn of men,
 (Which, who can bear ?) or the fierce rack of pain,—
 Lie they within my path ? Or shall the years
 Push me with soft and inoffensive pace,
 Into the stilly twilight of my age ?
 Or do the portals of another life.
 Even now, while I am glorying in my strength,
 Impend before me ? O ! beyond that bourn,
 In the vast cycle of being, which begins
 At the broad threshold, with what fairy forms
 Shall the great law of change and progress clothe
 Its workings ? Gently,—so have good men taught,—
 Gently, and without grief, the old shall glide
 Into the new ; the eternal flow of things,
 Like a bright river of the fields of heaven,
 Shall journey onward in perpetual peace.

[For the Common School Journal.]

CRITICISM.

TO THE EDITOR.

SIR : I have observed that a form of expression like the following, which I extract from the editorial of a late number of the *Scientific American*, is becoming almost *the fashion* among a class of writers, and I wish your opinion upon it, both in regard to its elegance, and its grammatical accuracy.

"We were assured that the day was the *most pleasant of all the preceding ones of the week*."

I will extract farther from the same paper, not with the intention of criticising the *matter* of that Journal, for I value it beyond price, and read its weekly issue with *very* great pleasure, notwithstanding it contains expressions that I should not teach a child to use ; but because it now lies before me.

"In one place then, were Irish jigs going on, as a faithful specimen of the *finest peasantry*, full of humor, as at Donnybrook." I have retained the writers *italics* and points. Will you inform me what is conveyed by the extract ?

"With the live stock it is not our province to deal, although we have some skill there, Hal, and have been held a connoisseur in beef and mutton."

"It is morally impossible to give an abstract notice of all we saw."

What does the writer mean by the words *morally* and *abstract* ?

"There were some excellent carriages on the ground. A splendid Brougham, from the coach factory of Gould & Co., of Albany, *took our eye.*"

"In Manufacturer's Hall the *show* was good, but the place *was mud to the knees.*"

"We also saw some leather which was tanned by Hibbard's new patent process in fifteen minutes; some may say, 'this process is too quick to be good;' well, we say it is not, if the leather is a test."

Can it be the *punctuation* is correct in the above?

I might make many more similar extracts from this paper, but will refrain. The first, to me, seems the *most inaccurate of all the others.* Sincerely, C.

Waterbury, Vt.

[We are glad to receive the above criticism, for we think it must do good to place editors on their guard against sanctioning the corruptions which abound. We never see the *Scientific American*, but we do see fifteen or twenty *Educational Papers and Journals*, and we could furnish from them a volume of such expressions as our correspondent has sent us. We presume no eminents are expected from us, though we are occasionally appealed to by our correspondent, but we may remark, that the scientific writers of our country are far from being the most exact in the use of language, and the first error to which our correspondent alludes is evidently a favorite. Dr. S. G. Morton allows himself to say in *Silliman's Journal*, "The Teutonic or German race, embracing, as it does, the Anglo-Saxons, Anglo-Americans, Anglo-Irish, &c., possess the largest brain of any *other* people." It is to be regretted that there is so good authority, for what may be called *Irish bulls*, for, Milton has said with provoking duplicity,

"Adam, the comeliest of men *since* born,
The fairest of her daughters, Eve." [Ed.]

THE CHILD THE MAN. The child who trembles at the threat of being shut up in a dark closet; who exhibits to us with delight his new suit of clothes; who fights about a marble, or who covets his companions, top, is under the influence of the same faculties, which, in future years, may make him tremble under the anticipation of a fall of stocks; make him desire to be invested with a star and garter, contend for an island or a kingdom, or covet his neighbor's property.—G. Combe.

STUDY.

STUDY laboriously, for much is to be learned. Do not destroy your intellectual life, by imagining that all truth is discovered, and that you have nothing to do but to repeat what others have taught. I know not a more fatal mistake to a teacher. It were better for you to burn your books, and devote yourself to solitary, painful researches after truth, than to sleep on others' acquisitions, than to make the activity of others' minds a substitute for your own. It is intended by our Creator, that truth should be our own discovery, and, therefore, he has surrounded as with fallible beings, whom we are impelled to distrust. Paradoxical as it may seem, we ought to discover the truths which we have been taught by others; for the light which our own earnest free thought will throw on these, will make them so different from what they were when first passively received, that they will be virtually rediscovered by ourselves.

Study laboriously, for much is to be learned. Do not feel as if Christianity had spoken its last word, and had nothing more to say. It is the characteristic of Divine Truth, that it is inexhaustible, infinitely fruitful. It does not stand alone in the mind, but combines with, explains, irradiates our other knowledge. It is the office of a great moral truth to touch the deep springs of thought within us, to awaken the soul to new activity, to start a throng of suggestions to be followed out by patient contemplation. An arid, barren religion, which reveals a precise, rigid doctrine, admitting no expansion, and kindling no new life in the intellect, cannot be from God. It wants an essential mark of having come from the Creator of the human soul, for the great distinction of soul is its desire to burst its limits and grow for ever.—*Dr. Channing.*

HOME EDUCATION. Children who return for months to their families, are rather spoiled during that time, than improved in order and obedience. They are indulged in their caprices, and see conduct practised in direct opposition to what they are taught at school to regard as meritorious. The frequent and long interruptions of lessons prevent children from becoming altogether accustomed to them, and they wish for nothing more earnestly than that the time of learning may be over, and they be at liberty to act in opposition to what they have been taught, and to forget the ideas they have had so much difficulty in acquiring.—*Spurzheim.*

IMAGINARY EVILS.

BY CHARLES SWAIN.


Let to-morrow take care of to-morrow ;
Leave things of the future to fate ;
What's the use to anticipate sorrow ?
Life's troubles come never too late !
If to hope overmuch be an error,
'Tis one that the wise have preferred ;
And how often have hearts been in terror
Of evils that never occurred !

Have faith,—and thy faith shall sustain thee ;—
Permit not suspicion and care
With invisible bonds to enchain thee,
But bear what God gives thee to bear.
By his spirit supported and gladdened,
Be ne'er by " forebodings " deterred ;
But think how oft hearts have been saddened
By fear—of what never occurred !

Let to-morrow take care of to-morrow ;
Short and dark as our life may appear,
We may make it still darker by sorrow,—
Still shorter by folly and fear !
Half our troubles are half our invention ;
And often from blessings conferred
Have we shrunk, in the wild apprehension
Of evils that never occurred !

NOTICE.

PHYSIOLOGY. Those teachers and Committees, who have ordered our Physiological Diagrams, are informed that the delay in publishing them has arisen from our wish to make the Key so complete, that no other work shall be needed with the Diagrams. Our first plan was only to explain the references, but our friends have persuaded us to extend our plan, and prepare a plain treatise on Human Anatomy and Physiology familiarly applied to every day life. We have just completed the work, and shall lose no time in hurrying it through the press. The Diagrams have been ready for some weeks waiting for such a companion.

 *All Communications, Newspapers, and Periodicals, for the Journal, should be addressed to Wm. B. Fowle, Editor, West Newton.*

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